	STANDARD V: *Interschool Communication.* This includes communication, collaboration, and coordination with the feeder system regarding the CCGP. The Comprehensive Counseling and Guidance Program is discussed and coordinated as a K-12 concept.	

Levels of Performance		
School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance.		

Indicators	**4** Exemplary level of development and implementation	**3** Fully functioning and operational level of implementation
Secondary Coordination	❑ Secondary counselors have a planned, formal, calendared quarterly meeting with cone (feeder system). ❑ Written agendas and minutes are available. Agendas reflect transition plans from junior high/middle school to high school. ❑ Curriculum and activities are coordinated from level to level. ❑ CCGP works within the feeder system(s) to share information about all students, especially diverse students, in regard to student identification, student needs, and transitions.	❑ Secondary counselors have a formal, calendared, twice-yearly meeting with cone (feeder system). ❑ Written agendas and minutes are available. Agendas reflect transition plans from junior high/middle to high school. ❑ Curriculum and activities are coordinated from level to level. ❑ CCGP works within feeder system(s) to share information about all students in regard to student identification, student needs, and transitions.
Collaboration K-12	❑ Elementary counselors or representatives and secondary counselors, meet at least twice yearly within feeder system(s) to plan for student transition. ❑ The SEP/SEOP process and materials are coordinated with district and school improvement goals. ❑ Individual student information to support responsive services and student success is exchanged in a coordinated process. ❑ This CCGP program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of all students, including specific activities for diverse populations.	❑ Programs within the feeder system(s) meet at least once per year to plan for student transition. ❑ The SEP/SEOP process and materials are coordinated with the immediate feeder schools. ❑ Individual student information to support responsive services is exchanged in a coordinated process. ❑ This CCGP program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of all students, including specific activities for diverse populations.

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:	4	3	2	1	0

Levels of Performance

2 Limited development and/or partial implementation	**1** Low level of development and implementation	**0** No evidence of development or implementation
❑ Secondary counselors have an annual meeting.	❑ Transition is loosely organized through e-mail, voice mail, etc., but problems are not resolved and planning is inadequate.	❑ Entire cone does not meet.
❑ Written agendas and minutes are not available.	❑ Meetings are scheduled on an "as-needed" basis.	❑ Secondary counselors are not meeting.
❑ Curriculum and activities are not coordinated from level to level.	❑ Curriculum and activities are not coordinated from level to level.	❑ Curriculum and activities are not coordinated from level to level.
❑ Within the feeder system, this CCGP has made some attempt to share information about most students in regard to identification, student needs, and transitions.	❑ This CCGP makes no attempt to share information about students, especially diverse students, in regard to student identification, student needs, and transitions.	❑ Entire feeder system shares no information about students in regard to student identification, student needs, and transitions.
❑ Opportunities for transition are limited to the registration process.	❑ Little attention is paid to student transition.	❑ Student transition issues are ignored.
❑ The SEP/SEOP process and materials are coordinated with immediate feeder schools.	❑ The SEP/SEOP process and materials are being articulated.	❑ The SEP/SEOP process and materials are not articulated.
❑ Individual student information to support responsive services is occasionally shared through a coordinated process.	❑ Individual student information to support responsive services is shared only by direct request.	❑ Individual student information is not shared.
❑ Some CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for some diverse students in the system.	❑ None of the CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for diverse students.	❑ None of the CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for diverse students.

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations: